



# 1998-99 CATS ASSESSMENT

## Open-Response Item Scoring Worksheet

### Grade 4—Reading

#### Type of Passage: Persuasive

The **academic expectation** addressed by “Eveready” is

1.2 Students make sense of the variety of materials they read.

The **core content** assessed by this item includes

- Identify fact and opinion.
- Identify information which is supported by fact.

#### Eveready

Imagine that you are going shopping for a flashlight. Which flashlight from the advertisement would you choose? Based on information from the advertisement, explain why this flashlight is best for you.



# SCORING GUIDE

## Grade 4 Reading

Score	Description
4	Student chooses a flashlight from the ad and clearly explains why the flashlight is the best choice (for the student). Explanation is supported by detailed information from the ad. Response may include discussion of the attributes of other flashlights (for comparison).
3	Student chooses a flashlight from the ad and adequately explains why the flashlight is the best choice (for the student). Explanation is supported by some information from the ad.
2	Student chooses a flashlight from the ad and provides a limited explanation of why the flashlight is the best choice (for the student).
1	Student's response is minimal (e.g., student chooses a flashlight from the ad and provides minimal or no explanation for his/her choice). <b>OR</b> Student provides some discussion of the flashlights in the ad without choosing one and explaining his/her choice.
0	Response is totally incorrect or irrelevant.
Blank	No response.

### Flashlight choices:

- large light
- small light with retractable mirror
- medium light

### Attributes:

- two-position strap
- easy to carry or hang
- non-removable strap
- daytime light with mirror
- Morse code
- extra bulb + storage
- big enough, but stores well
- focuses narrowly or as lantern beam
- can carry it, set it down, or hang it



## READING PASSAGE

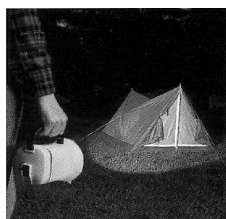
### Grade 4

*Flashlights can do more than light our way. Read the following advertisement to find out what these flashlights can do. Then answer the questions.*



***Can your flashlight or lantern do any of this?***

The large 2-way Light has a 2-Position strap that you can move from the side to the top. When it's a flashlight, click it into the side and it's easy to carry. When you want a lantern, move it up to the top, and you can easily carry or hang it! And don't worry, you can never lose the strap—only one end of it is removable, the other end is permanently attached.



Our smallest light comes with some mighty interesting features. For one, it can even make light in the daytime with the retractable mirror. Use it to reflect the sunlight to get the attention of someone out of earshot. To help you get your message across, it has Morse code written on the side. And because you always want to be prepared, it even has a compartment to store an extra bulb.



Our medium-sized light may be the handiest of all. It's big enough to grip in the palm of your hand, and small enough to store in a drawer or backpack. And it's the perfect light for camping.



As a flashlight, you can focus a beam of light along a path in the woods, or just into your duffel bag to find what you're looking for. As a lantern, you can set it down or hang it up, and have your hands free to read or work.



***Eveready® Two-Way Lights. Get Yours Before It Gets Dark!***

"Can your flashlight or lantern do any of this?" Used by permission of Eveready Battery Company, Inc. Eveready® is a registered trademark of Eveready Battery Company.



# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 4-Point Response of Student Work

#### Student Response

If I was going shopping for a new flashlight, I would choose the smallest light from the advertisement. I would choose this light because it is good for camping or hiking. For example its light would shine on the ground where I could see the pathway more clearly. Also I would buy it because of its interesting features. Such as a retractable mirror, Morse code, and an extra compartment for holding the extra light bulb. These features would be good because I use flashlights a lot. Also this small light is easy to pack up. This light would be good for me because its very handy because of its different things. One reason it is handy is because of the Morse code. The Morse code would help me send a message to someone by light. Also, another reason is the compartment for an extra flashlight bulb. For example, this would help because if the other light stops working we would have an extra one. One more reason is that the mirror also would be like the Morse code because it also sends messages to someone.

← Student chooses a flashlight (i.e., the smallest flashlight).

← Student clearly explains why the choice is best for him/her, including specific details from the ad (i.e., retractable mirror, Morse code, compartment for holding an extra bulb).

Overall, the student demonstrates a solid understanding of the advertisement by selecting one of the products advertised and clearly explaining the choice by using information from the ad.



# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 4-Point Response of Student Work

#### Student Response

Out of the three flashlights that I just read about in the article, I think I'd want to buy the medium-sized flashlight for many different reasons. One good reason is it is easily carried in your hand or in a bag. This would be useful for going on a trip. Also, you can focus the light, depending on what you're looking at. It could be the ground, up at a tree, inside a bag, etc. And one more reason I would buy this flashlight is it can become a lantern. You can hang it from something rather than putting it on the ground because it has a strap. These are three ways I find this flashlight to be very useful and why I would buy it.

Student chooses a flashlight (i.e., the medium-sized flashlight).

Student clearly explains why the choice is best for him/her, including specific details from the ad (i.e., it is easily carried in your hand, you can focus the light, it can become a lantern).

Overall, the student demonstrates a solid understanding of the advertisement by selecting one of the products advertised and clearly explaining the choice by using information from the ad.



# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 3-Point Response of Student Work

#### Student Response

I think I would choose the medium-sized light because it would be the easiest to carry around, and it's useful for many different things such as a lantern, a plain old flashlight, and a handy-dandy flashlight to use when you're looking for something. Plus I go on trips with my mom and dad hiking a lot therefore I would need something not too big or not too small, and thus flashlight medium sized just perfect. This flashlight would also be useful for an emergency like a tornado.

← Student chooses a flashlight (i.e., the medium-sized flashlight).

← Student adequately explains why the choice is best for him/her, including some details from the ad (i.e., easy to carry around/not too big and not too small, can be a lantern and a flashlight).

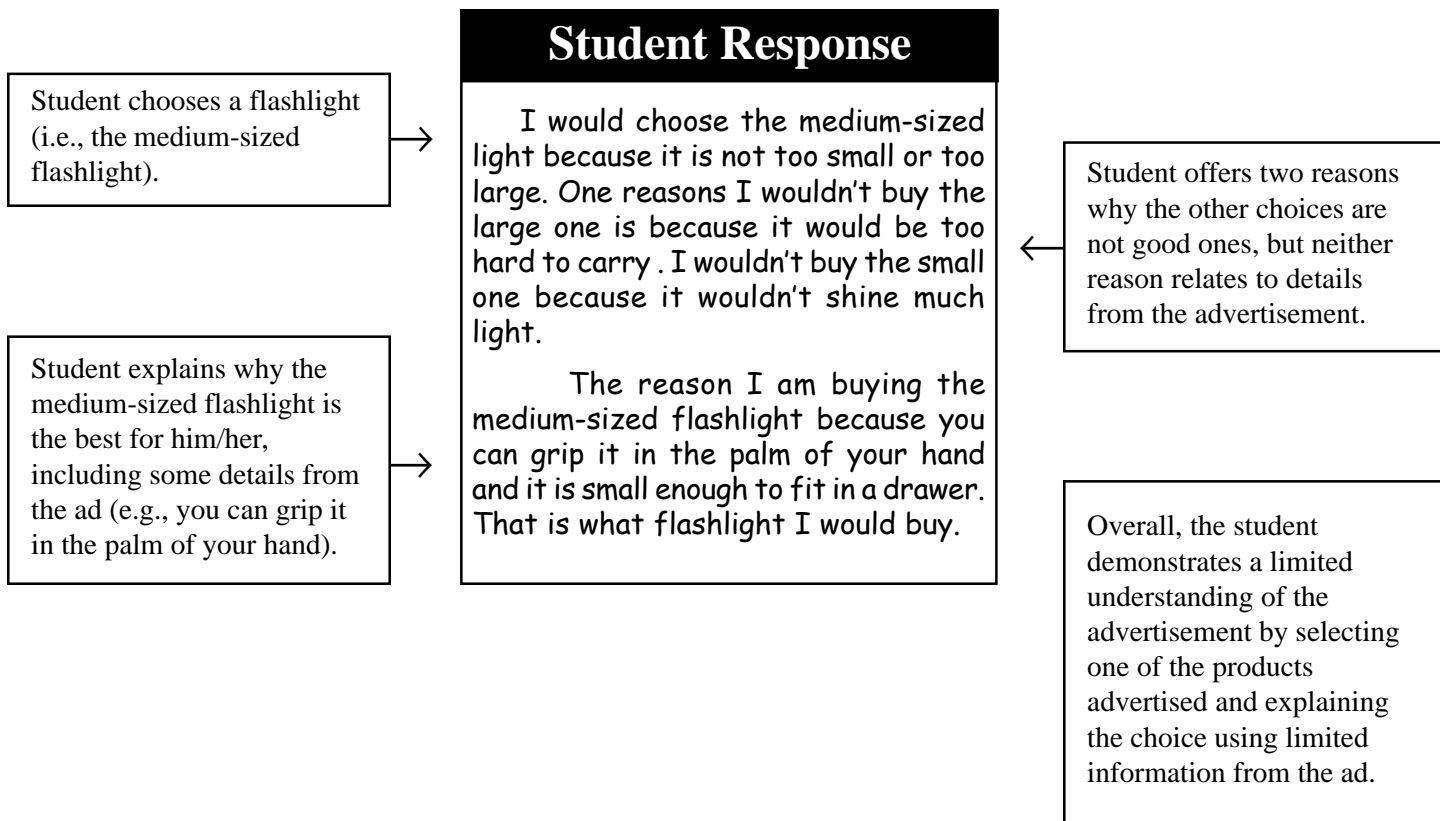
Overall, the student demonstrates a general understanding of the advertisement by selecting one of the products advertised and explaining the choice using some information from the ad.



# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 2-Point Response of Student Work





# ANNOTATED STUDENT RESPONSE

## Grade 4 Reading

### Sample 1-Point Response of Student Work

#### Student Response

I am supposed to tell which I would buy and tell why it would be best for me. I'd buy the medium-sized flashlight because my family always goes camping a lot every year. Once I had to pick from a ham or cheese so I picked ham because I like it better.



Student chooses a flashlight (i.e., the medium-sized flashlight) and provides a reason why it would be the best choice for him/her (i.e., family goes camping). However, the reason is not based on information from the ad.

Overall, the student shows a minimal understanding of the ad by selecting one of the products advertised and attempting to explain the choice. With references to information in the ad, a higher score would have been earned.





# INSTRUCTIONAL STRATEGIES

## Grade 4 Reading

The open-response item “**Eveready**” was designed to assess students’ ability to understand and evaluate persuasive material, in this case an advertisement for three kinds of flashlights. Students who were successful showed they could read and understand the advertisement, make a choice of the products advertised, and support their choice by referring to information from the advertisement. The instructional strategies below present ideas for helping students explore and master these skills.

Introduce to students (or review) the concept of persuasion and what makes a text persuasive. Read to students some examples of persuasive text (e.g., editorials, advertisements, excerpts from speeches) and ask them to identify the author’s opinion about a subject or what the author is trying to convince the audience to do or believe.

Introduce to students (or review) the concepts of fact and opinion. Read to students (or ask students to read) some examples of persuasive text and ask them to identify statements from the text that are facts and those that are opinions. Discuss with students the clues in the text that help the students to differentiate between facts and opinions.

Give all students a copy of an advertisement and discuss with the students the product(s) being sold and the information being given about the product(s). Discuss with students the information in the advertisement that would persuade them to buy or not buy the product(s). Have students focus solely on the text of the advertisement when discussing whether they would or would not buy the product(s).

Ask students to bring into class a wide variety of materials that they believe to be persuasive. For most fourth graders, the kind of persuasive text they are most aware of and which is directed primarily at them are advertisements. Have students bring into class text ads only. Fourth graders who watch television are also exposed to innumerable ads and commercials. If some students want to bring a few of these ads, challenge them to transcribe the language in the ad. (Analyzing the persuasive purposes and effects of *images* in advertising can be the content of another very worthwhile exercise.) Ask students to discuss both the product(s) that they are being persuaded to buy and the information in the text that is used to persuade them. Point out that not all students respond to the same ad(s) in the same way (i.e., what is persuasive information for some students is not persuasive for other students).



# INSTRUCTIONAL STRATEGIES

## Grade 4 Reading

Have students work individually, in pairs, or in small groups to complete any or all of the following activities:

- Read a variety of text (e.g., excerpts from editorials and speeches; advertisements; excerpts from short stories and informational text) and identify which passages are persuasive. Discuss in small groups or as a whole class the clues in the text that help the student(s) to recognize the text as persuasive.
- Read one or more persuasive passages and identify facts and opinions in the passage(s). Discuss in small groups or as a whole class why the opinions are opinions.
- Read a variety of advertisements (e.g., ads brought in by the teacher and/or the students) and make a choice as to which advertisement is the most persuasive. Explain, in writing or orally, why the advertisement is persuasive by referring to information in the text. Discuss choices and explanations in small groups or as a whole class.
- Write an advertisement for a real or imaginary product. Ask another student or a small group of students to read the advertisement. Ask the other student(s) to identify the information in the advertisement that is persuasive.
- Read the open-response item “Eveready” and a sample 4-point response and 3-point response (provided by the teacher). Working in small groups, identify which response received the higher score and discuss why. Select one person from the group to present the group’s “findings” to the class. (Note: If the majority of students do not correctly identify the two responses, focus their attention on the details from the 4-point response that come from the advertisement’s text.)
- Read the open-response item “Eveready” and a sample 2-point response or 1-point response (provided by the teacher). Rewrite the response so that it is more likely to receive a score of “3” or “4” (i.e., so that it includes more information from the advertisement). Exchange the revised response with one or more students. Discuss the similarities and/or differences between the revised responses.